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**SETT Framework Assessment – BRYAN**

\*What does the Student need to do that is difficult or impossible to do independently at this time?

*Bryan needs to be able to carry on informal conversation with a communication device that is less cumbersome than the one he is currently using*.

\*What are the Student's special needs and areas of concern?

*Bryan is nonverbal and is feeling socially isolated from his peers.*

\*What are the Student's current abilities related to the areas of concern?

*The device Bryan is currently using is helpful in formal classroom assignments and Bryan performs well academically (he is cognitively able) but he is unable to use the AT to communicate informally with his peers. The device limits Bryan’s social communication in that it is a complex device but cumbersome to use in casual conversation. Bryan is also hesitant about sharing his concern about his inability to communicate with his peers.*

\*What materials and equipment are currently available in the environment?

*Bryan could utilize a simpler voice output device with a speech synthesizer to help him communicate with his peers. There are plenty of options that could be explored.*

\*What is the physical arrangement? Are there special concerns?

*The equipment Bryan is currently using is complex and cumbersome and requires adult assistance. It is also expensive. Bryan is concerned about the cost of acquiring a new piece of AT.*

\*What is the instructional arrangement? Are there likely to be changes?

*Bryan currently uses a laptop with a trackball and onscreen keyboard as well as a sophisticated electronic communication device. The new equipment would most likely require less adult “scrutiny.”*

\*What supports are available to the student?

*Bryan uses an adaptive computer system/electronic communication device as well as a power wheelchair.*

\*What resources are available to the people supporting the student?

*From the information given it is difficult to assess what resources are available to Bryan to address his concern.*

\*Attitudes and expectations (staff, family, others)?

*Bryan is concerned about the financial implications of using a new device and he has not voiced his concern about his lack of peer interaction with his parents. His friend is concerned for him and has noticed Bryan’s quietness lately. The staff appears to not take notice of this issue and their concerns remain primarily on Bryan’s performance in the classroom and on academic tasks*.

*\**What naturally occurring activities take place in the environment?

*He is able to skillfully navigate the physical school environment. His computer and communication device allow him to complete academic assignments.*

\*What is everyone else doing?

*His friend offered to help Bryan think up a new way to “talk.”*

\*What specific activities support the student's curricular goals?

*We do not know Bryan’s specific curricular goals but it appears he is able to meet them.*

\*What are the critical elements of the activities?

*Writing, reading and effective communication in academic and social situations.*

\*How might the activities be modified to accommodate the student's special needs?

\*How might technology support the student's active participation in those activities?